

# Key studies within RE in Lower Key Stage 2.

## Understanding Christianity and other Faiths:

### Making sense of beliefs/ texts

- I can identify and describe the core beliefs and concepts studied.
- I can make clear links between texts/ sources of authority and the key concepts studied.
- I can offer informed suggestions about what texts/ sources of authority might mean and give examples of what these sources mean to believers.
- I can order at least five key concepts within a timeline of the Bible's 'big story'.
- I can list two distinguishing features of at least three different types of biblical text, for example, **Gospel, parable, letter**.
- I can make clear links between biblical texts and the key concepts studied.
- I can offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christian.

### Understanding the impact:

- I can make simple links between stories, teachings, Bible texts and concepts studied and how people live, individually and in communities.
- I can describe how people show their beliefs in how they worship and in the way they live.
- I can identify some differences in how people put their beliefs into practice.

### Making connections:

- I can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how I think and live.
- I can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of my own clearly.
- I can give good reasons for the views I have and the connections I make.
- I can talk about what I have learned and if I have changed my thinking.
- I can raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.



## RE in Year 3

### Understanding Christianity:

- I can outline the timeline of the 'big story' of the Bible (Creation/ Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God)
- I can make links between the different concepts and how Christians live today.
- I can make links between Genesis 1 and what Christians believe about God and Creation
- I can describe what Christians do to show they believe God is Creator. (follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- I can make links between Adam and Eve (Genesis 2:15-17 and Genesis 3) and about human nature and how to act.
- I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony
- I can describe what baptism and Trinity mean.
- I can describe how Christians show their beliefs about God the Trinity in (in baptism and prayer)
- I can begin to make links between the calling of the first disciples and think about how Christians today try to follow Jesus.
- I can raise important questions and suggest answer on how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

## RE in Year 4

### Understanding Christianity: All the above and

- I can give good reasons about what might be important in the creation story for Christians living today, and for people who are not Christians.
- I can make clear links between the story of Noah and the idea of covenant.
- I can make simple links between promises in the story of Noah and how it is linked to how we live in school and the wider world.
- I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
- I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- I can think of important questions and suggest answers about how about Christians might serve and celebrate, trust and stand up for their beliefs might make a difference to how I think and live.

## Other Faiths (Sikhism and Hinduism)

- I can identify some of the core beliefs of Sikhism (one God, the message of Guru Nanak, equality and service)
- I can identify some Hindu deities and describe Hindu beliefs about God (Brahman, trimurti)
- I can make clear links between the Mool Mantar and Sikh beliefs and actions.
- I can offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.
- I can offer informed suggestions about what Hindu murtis express about God.
- I can make simple links between the life of at least one of the Gurus and some actions Sikhs take today (Guru Nanak and the kangar; Guru Gobind Singh and the Khalsa)
- I can make links between Hindu beliefs and the aims of life (karma)
- I can give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.
- I can describe how Hindus show their faith within their families (home puja) and within their communities in Britain today (arti and bhajans at the mandir; Diwali) and indicate some differences in how Hindus show their faith.
- I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, living good reasons for their ideas.

## Thematic (Linked to Christianity, Hinduism, Islam, Judaism and Sikhism)

- I can identify the main beliefs about love, commitment and promises (in two religions) as well as main beliefs at the heart of religious festivals. (at least one festival in at least two different religions)
- I can suggest what ceremonies of commitment mean and why they are important.
- I can find out the meaning of stories behind festivals (three festivals: Diwali, Holy week, Ramadan and Eid, Vaisakhi)
- I can describe what happens in ceremonies of commitment (baptism, sacred thread, marriage) and I can say what these ritual mean.
- I can compare the festivals (thinking of values, story, beliefs, hopes and commitments) and religious celebration commitments (Baptists, Sacred thread, bar/bat mitzvah, amrit ceremony)
- I can make simple links between beliefs about love and commitment and how people live in two religions (through celebrating forgiveness, salvation and freedom at festivals)
- I can describe how believers celebrate festivals in different ways (between celebrations at home and in community; and/ or variety of ways of celebrating within a religious tradition)
- I can ask questions and suggest answers about what is worth celebrating and remembering in religious communities and in my own live.
- I can make links between the beliefs and practices studied and the role of festivals in life in Britain today.